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ABSTRACT

This document is an evaluation design for the University of Minnesota's Special Education Administration Training Program (SEATP), a competency-based education program for the continuing education of professional, special education administrators. The document contains a description of the evaluation design and evaluation sequence, the evaluation instruments, and descriptions of the intended analyses and displays of data collected with those instruments. Appendix A contains the following instrumentation and data analysis: (1) data analysis overview; (2) experience questionnaire; (3) simulation participant evaluation form; (4) participant self-rating questionnaire; (5) unit lesson evaluation form; (6) field consultant questionnaire; (7) participant consultation questionnaire; and (8) judgment questionnaire. Appendix B contains performance objectives for the areas of fiscal management, program development, and personnel management to assist the reader in assessing the congruency of objectives and instruments where appropriate. (MJB)

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EVALUATION DESIGN

for the

SPECIAL PROJECT "A MODEL FOR CONTINUING EDUCATION FOR SPECIAL EDUCATION ADMINISTRATION"

A Bureau of Education for the Handicapped Special Project

OEG-0-73-7096

SP 011 388

EXAMINATION COPY
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September, 1974

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This package contains a description of the Evaluation for the Special Project "A Continuing Education for Special Education Administrators." Included is an Introduction, a description of the Evaluation Design and Evaluation Sequence, the evaluation instruments and descriptions of the intended analyses and displays of data collected with those instruments. A list of performance objectives for the areas of Fiscal Management, Program Development, and Personnel Management is also included as Appendix B to assist the reader in assessing the congruency of objectives and instruments where appropriate.

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Appendix A

I. Introduction

1. Program Definition and Intents

The Special Project entitled "A Continuing Education for Special Education Administrators," was developed in response to the need for further training of special education administrators in the field. This identified need is based on three observations (Prazich, 1971; Spriggs, 1971):

(1) The sharp acceleration in growth of special education programs in recent years in Minnesota and thus the greater number of administrators of special education required.

(2) Administration roles in special education are new roles and the competencies needed for these roles have not been specified: No certificate for a "director of special education" exists. Also, current special education directors are likely to be new people in these new roles: 64% have held their present position for less than two years prior to 1971-72; over half the districts have had a special education administrative position for less than 3 years, and almost half have had only one person in the position.

(3) The training of special education administrators may not correspond to the roles they actually have assumed. Spriggs' study of the role of a special education

director showed that 86% of respondents had "18 or more" credits in special education curriculum and other technical areas. Seventy-nine percent had nine or fewer credits in administration or supervision of special education; over half had nine credits or less in school administration. The new director may also not have developed these competencies because his previous position - e.g. MR teacher, speech therapist, etc. - did not require them. His selection for a leadership position may have been the result of his success as a teacher. However, his duties in his new position became administrative ones.

There is also other informal evidence that current special education directors are in need of further training. One notes the numerous and repeated request directors make for consultative assistance - from State Department of Education, central office personnel, SERC's, or independent persons. Needs are also apparent in the types of questions they ask--questions regarding program evaluation, finance, personnel, decision making, communications skills (including letter writing), law, and organizational structure.

The general purpose of this program is

"to improve management of special education programs by providing training opportunities to persons in leader-

ship positions in those programs, and to do so by means of a model applicable to continuing education for other types of positions."[1]

The responsibilities and geographic location of special education directors in Minnesota, make it difficult for them to participate in the current advanced training program on the University of Minnesota campus. The basis of this continuing education model is a series of short courses, each of which is designed to teach specific skills or competencies needed by current special education administrators. The project co-directors state that "this approach would have the advantages of easier access to training, better identification of competencies needed, flexibility to meet changing needs of administrators, and replicability."

In summary the project goals are as follows:

(1) To determine the present educational needs of directors of special education in Minnesota.

(2) To increase the administrative competencies of leadership personnel in special education by means of an alternative training program.

(3) To disseminate the findings of this project to other universities and state departments of education.

This project is currently in the first month of its second year of operation. The project is supported by a three year grant from the Bureau of Education for the Handicapped, United States Office of Education and the University of Minnesota,

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1. Project Proposal

College of Education, Department of Special Education and Division of Educational Administration. While no formal evaluation was conducted during year one of the project, a brief description of first year project activities will provide continuity for the current evaluation.

2. Year One Activities

The primary activity during the first year of the project was the definition of the competency areas of special education administrators. This needs assessment indicated that a number of specific competencies were perceived as important for special education directors. The three areas selected as having highest priority for project focus for the first year were: (1) Fiscal Management, (2) Personnel Management and (3) Program Development. These areas were selected on the basis of the following documents: (1) A 1972 and a 1973 survey of special education directors; (2) "Special Education Cooperatives and Regional Projects," George D. Prazich, 1971; (3) "A Taxonomy of Problems Identified by Minnesota Administrators of Special Education as Defined Through Latent Partition Analysis," Arthur E. Byleau, 1973.

Following the identification of the three target areas, three additional needs assessment strategies were implemented:

1. Goal Analysis

The Goal Analysis methodology discussed by Mager was adopted for the project and consisted of the organization

of three separate panels of experts. Each panel was assigned the task of setting essential performances or specification of behaviors for minimum competency within one of the three domains of Fiscal Management, Personnel Management, or Program Development.

2. Job Analysis

A formal job analysis of the position of the director of special education was conducted. The procedures and methodology used are those developed by the Industrial Relations Center at the University of Minnesota. This job analysis provides empirically derived data on the significant competencies needed for the position of director of special education in Minnesota.

3. Anthropological Field Study

An anthropological field study of the position of special education director began April, 1974, and is scheduled to end May, 1974. This study will describe the critical competencies or attributes which make a person competent as a director of special education in Minnesota. The study will encompass the observation of a complete year's cycle for the position of special education director. This study will provide additional data to further refine and cross validate results of the Goal Analysis and Job Analysis.

The competencies that are surfaced by these three techniques are not seen as fixed, but rather as points of reference for immediate planning and program implementation.

II. Evaluation Design

The evaluation of this Special Project is conceptualized as consisting of two major categories: Process Evaluation and Outcome Evaluation. The following narrative describing these two evaluation activities includes a discussion of the concerns in each category, who the primary audience is for each concern, who the primary data source is for each concern, and the data collection instrument for each concern. An outline entitled, General Evaluation Design is included at the end of this section.

1. Process Evaluation

The Process Evaluation of this project is concerned with monitoring and improving two general areas of activity:

(1) Activities related to the implementation and completion of stated project plans, events, and objectives according to schedule.

(2) Activities related to the management of events, personnel, resources and communication.

Nineteen Process-Management Objectives were developed by this evaluator in conjunction with the project co-directors. Also, devised was a Ghant Chart which specifies implementation and completion dates for the nineteen objectives. The objectives and time-line were developed to ensure on-schedule initiation

and completion of project activities and to maintain focus on important management tasks. The responsibility and time frame specifications for each of the objectives will also assist in evaluating the performance of the project staff. A discussion of each of these objectives will be included in the final evaluation report. In some cases, specific documentation for meeting objectives will be available; for example, the in-staff review procedure will result in data which indicates the percentage of reviewed and returned products and proposals by the staff. For other objectives, samples from the project director's office file will be used to document objective completion. The Process-Management Objectives and Ghant Chart are included following the evaluation design outline which is at the end of this section.

The participants (special education directors) will serve as a source of non-staff process data. The Simulation Participant Evaluation Form, Judgment Questionnaire, Participant Consultation Questionnaire, and Simulation Participant Interview are completed by the participants and each will result in information concerning management and organization of a particular phase of the program. (All instruments and descriptions of the intended data analysis are included as Appendix A.) The field Consultants and Outside consultants will also provide non-staff process information. The field consultants will complete a monthly

questionnaire while the outside consultants will be utilized in reference to specific Process-Management Objectives which refer to product development and review.

The primary audience for the process evaluation is the project staff. The collection of process data is conceived of as a continuous and on-going feedback procedure. Thus, the data gathered can be utilized by the staff to upgrade the program by implementing suggested changes and monitoring the effects (from several data sources) of those changes. Secondary, yet important, audiences of the Process Evaluation include the funding source (BEH), the Minnesota State Department of Education, and educational professionals interested in competency-based and field-based education programs.

2. Outcome Evaluation

The second major area of the evaluation design concerns program outcomes. This includes: (1) assessment of the effects of the training program on participant performance; (2) assessment of the products developed for the training program; and (3) judgments about the over-all outcomes of the program.

The participants, simulation panel, and the course authors will serve as data sources for assessing the effects of the training program on participant performance. The participants will complete the Criterion-References Test, the Participant Self-Rating Questionnaire, the Simulation Exerciese (assessed by a panle of experts), and the Unit Exercises (which cover the

course materials and are assessed by the course authors). The competencies identified in the goal and job analyses and the resulting performance objectives in the areas of Fiscal Management, Program Development, and Personnel Management, serve as the focal point for evaluating the effects of the program on participant performance. The Criterion-Referenced Test, Participant Self-Rating Questionnaire, and Simulation Exercises were developed in close reference to the performance objectives. Ideally, on-site observations of participant performance in relation to the objectives would be performed, at minimum, on a pre and post basis. This behavioral assessment would also be in concurrence with the present trends toward competency based certification in the field of education. While such an evaluation system was investigated thoroughly, it was decided, on the basis of cost, that such a procedure would not be adopted.

Produce evaluation data sources include the participants, field consultants, and outside consultants. The participants complete Unit Lesson Evaluation Forms following completion of each competency section in the course materials. The field consultants respond monthly to the Field Consultant Questionnaire. This instrument is completed following the monthly field consultant-participant consultation. Outside consultants provide evaluative feedback concerning certain program products (course materials, performance objectives). Outside consultants have

been utilized frequently in the development and review of program products and procedures.

The participants also provide information concerning over-all judgment of the program by completing the Judgment Questionnaire. This instrument will be administered three times during the participant's involvement in the training program.

The primary audience of the performance data will be the special education directors participating in the training program. The results of the Criterion-Referenced Test and the Simulation Exercise will be employed in determining entry level performance on the objectives and individually assigning instruction. Participants will work on objectives they did not demonstrate mastery of on the Criterion-Referenced Test and Simulation Exercises. The Criterion-Referenced Test will also be utilized in determining whether the participant has attained competency on those objectives he has been working on.

While the participants will utilize the performance data as an instructional aid, several additional audiences will use this data in a more "evaluative" fashion. These audiences include the project staff, Bureau of Education, Minnesota State Department of Education and professional educators interested in competency-based education.

General Evaluation Design

I. Program Process Evaluation

A. Data sources

1. Project staff

a. Related to particular Process-Management Objectives which refer to the monitoring of procedures and deadlines

b. In-Hourse Review data

2. Participants

a. Simulation Participant Evaluation Form

b. Simulation Interviews

c. Judgement Questionnaire

d. Participant Consultation Questionnaire

3. Field Consultants

a. Field Consultant Questionnaire

4. Outside Consultants

a. Related to particular Process-Management Objectives which refer to materials development and review

II. Program Outcome Evaluation

A. Performance Data Sources (Knowledge and Application)

1. Participants

a. Criterion-Referenced Test

b. Participant Self-Rating Questionnaire

2. Simulation Panel

a. Assessment of participants' performance on Simulation

3. Course Authors

a. Assessment of participants' performance on Unit Exercises

B. Product evaluation data sources

1. Participants

a. Unit Lesson Evaluation Form

2. Field Consultants

a. Field Consultant Questionnaire

3. Outside Consultants

a. Feedback from experts in the field including Educational Administration faculty and the Minnesota Administrators of Special Education Advisory Committee

C. Judgement Data Source (Over-all assessment)

1. Participants

a. Judgement Questionnaire

Process-Management Objectives

The following process-management objectives were developed to facilitate the assessment of project activities including product development, product implementation, staff functioning, communications, etc. An Event-Time chart for these objectives is attached. This chart specifies the time frame for activation of these objectives.

(1) Specific job descriptions for each position associated with the Special Education Administration Training Project (SEATP) in written form will be developed and filed with the Project Directors; and, appropriate staff to fill those positions including a project coordinator, secretary, evaluator, consultants, research assistants, editor, and others when necessary will be hired. This is an ongoing activity.

(2) The Project Directors will hold weekly meetings for discussion and feedback purposes with the SEATP staff. Written records of these meetings will be kept and filed with the Project Directors. This is an ongoing activity.

(3) The Project Directors will arrange for and provide adequate operating facilities (i.e., space) and resources (i.e., instructional and reference materials) for the project staff. This is an ongoing activity.

(4) The Project Directors will comply with all University, State and Federal regulations concerning funding of the project. Any difficulties in compliance with these regulations will be reported to the appropriate agency and a written record will be kept on file in the Project Director's office. This is an ongoing activity.

(5) A report of Project activities for the previous year and a continuation request will be filed by October 15 of each year with the Project Officer at BEH, Special Projects Branch. This will be done by the Project Directors and a record of the filing will be maintained.

(6) The Project Directors will file any interim reports requested by the Project Officer at BEH and regular communications with the Project Officer at BEH concerning the ongoing activities of the SEATP will be maintained. A record of any such reports and communications will be kept in the Project Directors' office file. This is an ongoing activity.

(7) The Project Directors will develop a preliminary working paper presenting a general systems model for the competency-based training model. A copy of this paper will be on file in the Project Directors' office. This paper will be distributed before September 1, 1974.

(8) The Project Directors will develop and submit to BEH a report thoroughly describing the training model and documenting its application. This report will be on file in the Project Directors' Office. This report will be submitted by September 1, 1974.

(9) The Project Directors and Project Coordinator will develop and implement a fiscal and personnel monitoring system. This system will be implemented by September 1, 1974.

(10) The Project Directors will disseminate information concerning SEATP at appropriate regional and national conferences. A record of such meetings will be kept and filed in the Project Directors' office. This is an ongoing activity.

(11) The Project Directors in conjunction with the Project staff will develop a time-line indicating completion dates for all project products and activities including objectives, materials development, instruction, and testing dates, printing, etc. This will be developed by June 1, 1974.

(12) The Project Directors will develop and implement a procedure for the review and critiquing of SEATP products by experts in the field. Materials to be reviewed include course materials, participant assessment procedures, the simulation, and the instructional objectives. Feedback from the reviewers will be kept on file by the Project Directors. This is an ongoing activity.

(13) The Project Directors will identify participant qualifications and develop a procedure for selecting participants. Participants will be selected by October 15, 1974.

(14) The Project Directors will identify additional consultants (course material, authors, field consultants, etc.) and keep a record of all contributors to the SEATP. This is an ongoing activity.

(15) The Project Directors will develop and implement procedures for publicizing the SEATP. A record of all publicity activities will be maintained and kept by the Project Directors. This is an ongoing activity.

(16) The Project Directors will provide within two (2) weeks following any testing or training experience, feedback to the participants concerning their performance. The Project Directors will maintain files of participants' performance. This is an ongoing activity.

(17) The Project Evaluation will institute a procedure for acquiring staff

feedback concerning instructional and assessment procedures and products. This procedure will be implemented by August 1, 1974.

(18) The Project Directors will conduct a preliminary investigation of the transfer capabilities of the Special Education Administration Training Model to other non-educational fields and non-administrative positions. Records of this investigation will be maintained by the Project Directors. This is an ongoing activity.

(19) The Project Directors will disseminate special education administration training through application of the training model to several adjacent states. A record of such training projects will be kept by the Project Directors. Training will begin during the spring of 1975.

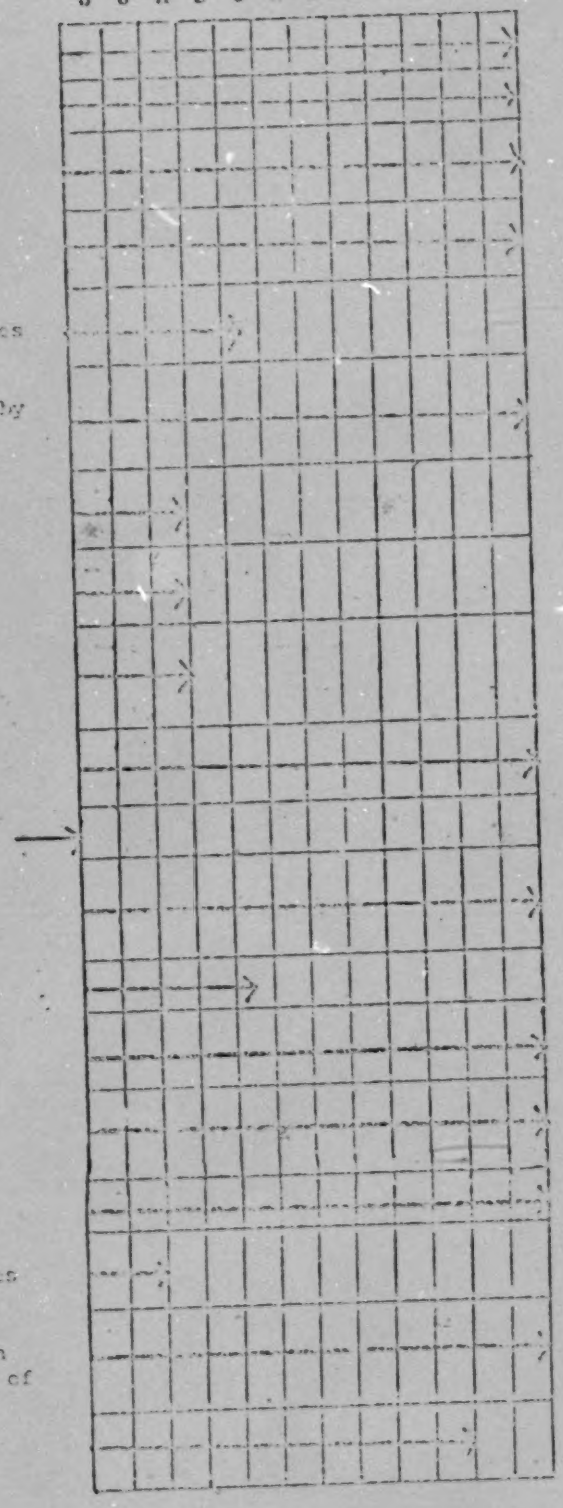
Ghant Chart of SEATP Improvement/Management Objectives

Events

Time

J J A S O N D J F M A M

1. Job descriptions written and positions filled.
2. Weekly staffings held.
3. Facilities and resources arranged for and provided.
4. Project compliance with funding regulations.
5. Report of project activities filed with BEH.
6. Interim reports requested by BEH submitted and regular communications maintained.
7. Preliminary working paper written.
8. Description of training model submitted to BEH.
9. Fiscal and personnel monitoring system implemented.
10. Information concerning SEATP disseminated.
11. Time line developed.
12. Procedures for outside review of products and procedure implemented.
13. Participants identified.
14. Additional consultants identified.
15. Publicity activities instituted.
16. Feedback to participants provided.
17. In-house review procedures instituted.
18. Preliminary investigation of transfer capabilities of SEATP model instituted.
19. Training disseminated to adjacent states.



III. Evaluation Sequence

1. Evaluation Activities

A flow chart entitled, Evaluation Sequence follows this narrative. This chart attempts to graphically display as precisely and economically as possible, the evaluation events and their sequence. Included is a legend indicating the data source and the instrument utilized in collecting the data.

This sequence of evaluation activities is conceptually and practically in a reiterative process. While the pre-program and ongoing evaluation activities remain constant throughout the program, the activities listed in Phases I, II and III recur as participants progress through the program.

During Phase I, participants complete the Criterion-Referenced Test, the Participant Self-Rating Questionnaire, the Simulation Exercises, and the Simulation Participant Evaluation Form. During Phase II, each participant responds to the unit exercises and unit lesson evaluation forms upon completion of a particular unit (e.g., Sources of Funds in the Fiscal Management Area). The participant then again completes the Criterion-Referenced Test for the particular objective he has been working on. Upon mastery of the objective, the participant begins a new objective. The participants and field consultants also complete the Field Consultant Questionnaire and the Participant Consultation Questionnaire monthly during Phase II.

EVALUATION SEQUENCE

Legend

Data Sources:

a - Participants
b - Field Consultants
c - Program Staff
d - Outside Consultants

Areas

I. Fiscal Management

Objectives

1. Sources of Funds
2. Budgeting
3. Plan and Manage Funds
4. Record Keeping and Reporting

II. Program Development

Objectives

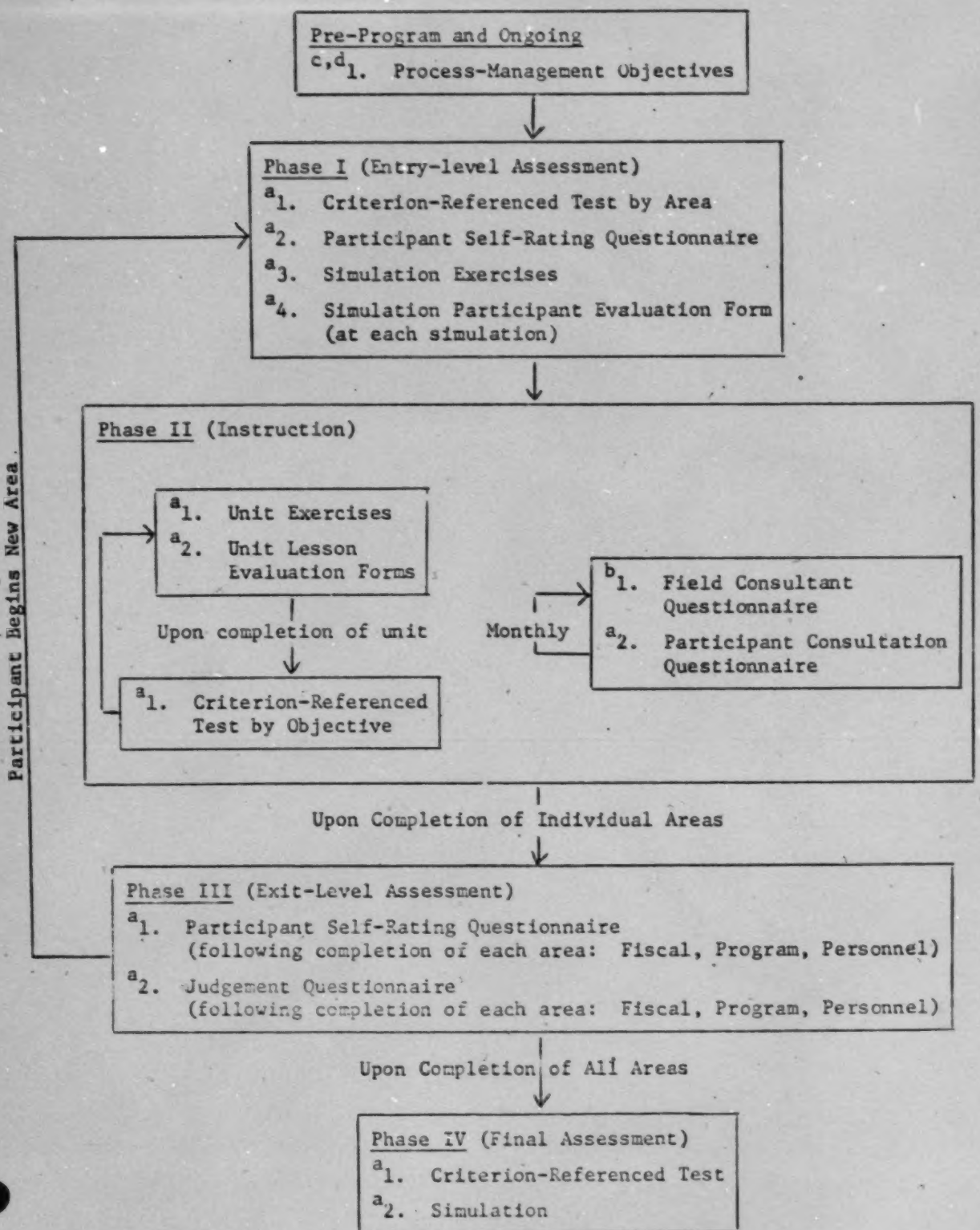
1. Needs Assessment
2. Child Study System
3. Organization of Design Elements
4. Evaluation System

III. Personnel Management

Objectives

1. Staff Relations
2. Manpower Planning
3. Recruitment and Selection of Staff
4. Staff Development
5. Evaluation

Evaluation Sequence


Pre-Program and Ongoing
c,d1. Process-Management Objectives
Phase I (Entry-level Assessment)
a1. Criterion-Referenced Test by Area
a2. Participant Self-Rating Questionnaire
a3. Simulation Exercises
a4. Simulation Participant Evaluation Form (at each simulation)
Phase II (Instruction)
a1. Unit Exercises
a2. Unit Lesson Evaluation Forms
Upon completion of unit
a1. Criterion-Referenced Test by Objective
Monthly
b1. Field Consultant Questionnaire
a2. Participant Consultation Questionnaire
Participant Begins New Area
Upon Completion of Individual Areas
Phase III (Exit-Level Assessment)
a1. Participant Self-Rating Questionnaire (following completion of each area: Fiscal, Program, Personnel)
a2. Judgement Questionnaire (following completion of each area: Fiscal, Program, Personnel)
Upon Completion of All Areas
Phase IV (Final Assessment)
a1. Criterion-Referenced Test
a2. Simulation

When the participant finishes all the objectives in an area (Phase III), he responds to the participant Self-Rating Questionnaire and the Judgment Questionnaire. The participant is then ready to begin work in a new area. The Final Assessment (PhaseIV) consists of the Criterion-Referenced Test and Simulation for all three areas (Fiscal, Personnel, Program).

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4. Project Proposal.

Appendix A

Instruments and Data Analysis

Table of Contents

I. Date Analysis Overview

II. Experience Questionnaire

III. Simulation Participant Evaluation Form

IV. Participant Self-Rating Questionnaire

V. Unit Lesson Evaluation Form

VI. Field Consultant Questionnaire

VII. Participant Consultation Questionnaire

VIII. Judgement Questionnaire

I. Overview

Appendix A includes most of the instruments to be employed in the evaluation of the Special Project, "A Continuing Education for Special Education Administrators." Each instrument is followed by a brief description of the intended analysis and display of the data collected with that instrument. The frequency of administration of each of the instruments is also specified. Neither the Criterion-Referenced Tests nor the Simulation Exercise are appended.

The Criterion-Referenced Tests will be tested on a pre-post basis for significance levels. They will also be correlated with the participants' performance on the Simulation Exercises and with the Participant Self-Rating Questionnaire for each administration. Intra- and inter-rater reliability indices will be calculated for the Simulation Panel's assessments of participant performance on the Simulation Exercises. The Criterion-Referenced Tests (in various lengths and item make-up) will be administered to each participant a maximum of 17 times (if the participant does not demonstrate mastery on any of the pre-tests).

Any changes (procedural, organizational, etc.) in the program which result from complaints or suggestions by the participants will be recorded. A summary description of those changes and the motivating variables will be included in the final evaluation report.

II. Experience Questionnaire

8/5/74

Experience Questionnaire

NAME _____
Last First Middle

I. Indicate your present position using the following classification system. _____

1 - Special Education Director
2 - Special Education Administration
3 - Regular Education Administration
4 - Special Education Teacher
5 - Regular Education Teacher
6 - Social Worker
7 - School Psychologist
8 - Speech Clinician
9 - Counselor
10 - Other

II. Indicate your experience in each of the positions listed. Use the following classification system:

1 - No experience
2 - One year or less
3 - More than one year to three years
4 - More than three years to five years
5 - More than five years to ten years
6 - More than ten years

Special Education Director _____
Special Education Administration _____
Regular Education Administration _____
Special Education Teacher _____
Regular Education Teacher _____
Social Worker _____
School Psychologist _____
Speech Clinician _____
Counselor _____

III. Use the above classification system to indicate the length of time in your present position. _____

IV. Use the following classification system to indicate your highest degree earned. _____

1 - Bachelor's degree
2 - Master's degree
3 - Specialist degree
4 - Doctoral degree

V. Please indicate your major field in each of the categories that apply to you (e.g., Mental Retardation, Psychology, etc.).

Major Field for Bachelor's degree _____

Major Field for Master's degree _____

Major Field for Specialist's degree _____

Major Field for Doctoral degree _____

Experience Questionnaire

This questionnaire will be mailed to the Participants with the entry-level Criterion-Reference Test and Participant Self-Rating Questionnaire. It will be collected at the first simulation.

The variables listed will be correlated with various performance variables, e.g., the Criterion-Referenced Test, Simulation, time to completion of the program. This will result in information concerning relevant background experiences of the Participants. This correlational analysis will not be performed this year. Due to small sample size, the analysis will not be complete for two years.

III. Simulation Participant Evaluation Form

SIMULATION PARTICIPANT EVALUATION FORM

Date_____ Location_____

Section I

Please indicate your level of agreement with the following statements.

Circle your response using the following key:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
1. My expectations about the simulation have been fulfilled.	1	2	3	4	5
2. This simulation has been valuable to me.	1	2	3	4	5
3. This simulation was well organized.	1	2	3	4	5
4. The Criterion Referenced Test was well organized.	1	2	3	4	5
5. The Criterion Referenced Test accurately covered the competency areas.	1	2	3	4	5
6. The simulation accurately covered the topic.	1	2	3	4	5
7. Enough time to complete the simulation activities was alotted.	1	2	3	4	5
8. Enough time to complete the Criterion Referenced Test was alotted.	1	2	3	4	5
9. The presentations of the simulation were effective.	1	2	3	4	5

10. What level of achievement do you feel you obtained at the simulation?

_____1) Superior

_____2) Above Average

_____3) Average

_____4) Below Average

_____5) Poor

11. Please rate the following as satisfactory (S) or unsatisfactory (US). (Check the response which best reflects your opinion of each item.)

		If unsatisfactory (US), please indicate the reason(s) following that item.
1. Meals provided	___S ___US	_____
2. Your room	___S ___US	_____
3. Service	___S ___US	_____
4. Room temperature	___S ___US	_____
5. Ventilation	___S ___US	_____

12. Continue Question 11

1. Lighting	___S ___US	_____
2. Room size	___S ___US	_____
3. Room arrangement	___S ___US	_____
4. Chairs	___S ___US	_____

SECTION III

1. Give at least one suggestion you have for improving the content (with reference to measuring performance on objectives) for this simulation.

2. Give at least one suggestion you have for improving (with reference to measuring performance on the objectives) the simulation presentations.

3. Give at least one suggestion you have for improving the simulation organization.

4. Give at least one suggestion for improving (with reference to measuring performance or objectives) the Criterion Referenced Test.

SIMULATION PARTICIPANT EVALUATION FORM

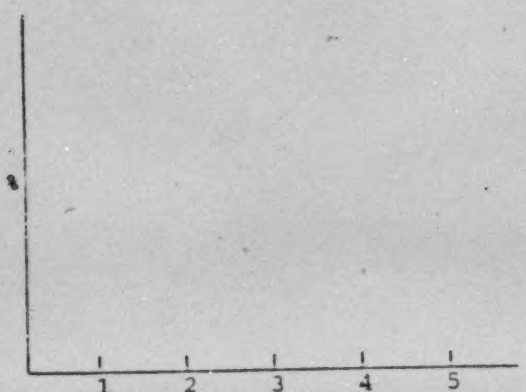
This questionnaire is a modification of the Workshop Participant Evaluation form used at the workshops during the 1973-74 phase of the project.

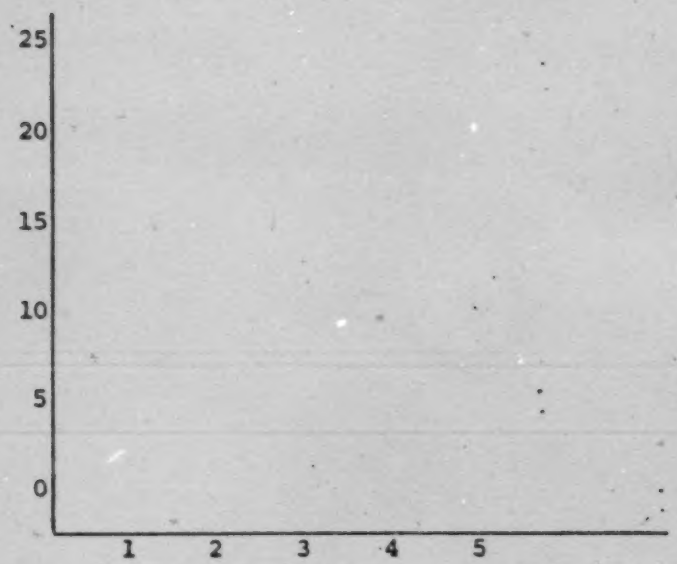
The results will be displayed in the following manner:

ITEM	1	2	3	4	5
1					
2					
3					
4					
5					
6					
7					

Cells could be filled either with the number or participants choosing each response, or the percentage of participants choosing each response.

The data could also be displayed in polygon form for each item with either frequencies or percentages on the ordinate and responses on the abscissa.





Mean scores for each of items 1-8 would be calculated also.

For items 9 and 10 the number of participants selecting each response category (satisfactory - unsatisfactory) would be tabulated. A brief narrative describing suggestions would be included.

This questionnaire will be administered at each of the simulations. The final form will include a section asking the participants to rate specific activities at the simulation. The format for this section will be finalized when the agenda for each simulation is developed.

IV. Participant Self-Rating Questionnaire

Participant Self-Rating Questionnaire

Fiscal Management

Name _____

Date _____

Use the following rating scale to indicate what you believe to be your level of skill on each of the performances:

1. Highly Unskilled
2. Moderately Unskilled
3. Average Skill
4. Moderately Skilled
5. Highly Skilled

I. Sources of Funds

1) The ability to identify Federal sources of Special Education funds. _____

1.1. The ability to state about each Federal source:
(a) The purpose of each fund _____
(b) The ages and types of students for whom it's intended _____
(c) The requirements and procedures for fund applications _____
(d) How the funds are to be used _____
(e) The funding pattern _____

1.2. The ability to correctly complete application forms for each Federal source of funding. _____

2) The ability to identify Minnesota State Department of Education sources of Special Education funds. _____

2.1. The ability to state about each state source:
(a) The purpose of each fund _____
(b) The ages and types of students for whom it's intended _____
(c) The requirements and procedures for fund applications _____
(d) How the funds are to be used _____
(e) The funding pattern _____

2.2. The ability to correctly complete application forms for each state source of funds. _____

3) The ability to identify Minnesota private foundation sources of Special Education funds. _____

3.1. The ability to state about each private source:
(a) The purpose of each fund _____
(b) The ages and types of students for whom it's intended _____
(c) The requirements and procedures for fund applications _____
(d) How the funds are to be used _____
(e) The funding pattern _____

3.2. The ability to correctly complete application forms for each private source of funds. _____

4) The ability to specify state residency requirements or responsibility for serving resident and nonresident students within a district. _____

5) The ability to specify legal responsibilities of a school district for serving handicapped students based upon state and federal laws, regulations and guidelines for serving the handicapped. _____

6) The ability to specify a school district's financial responsibilities and options (including interdistrict, single district, and cooperative) for serving handicapped students based upon state and federal laws, regulations, and guidelines. _____

II. Budgeting

1) The ability to plan and prepare a Special Education budget (including state aids) based upon a program planning budgeting system and which conforms to the portion of the Minnesota Uniform Accounting Manual on budgeting. _____

2) The ability to identify the appropriate financial officer with whom the budget should be prepared. _____

III. Plan and Manage Funds

1) The ability to explain basic school accounting procedures prescribed by state and federal law and the Minnesota Uniform Accounting Manual including:

1.1. Major account categories and their limitations. _____

1.2. Cost accounting. _____

1.3. Accounting for salaries. _____

1.4. Integrating public and private funds. _____

1.5. Accounting for non-resident students. _____

1.6. Authorizing special education expenditures. _____

1.7. Determining budgeted figures, expenditures and funds remaining in any special education account at any time. _____

1.8. Making legal changes in accounts. _____

1.9. Making legal transfers of funds. _____

1.10. Proration of state aids and excess cost reimbursement. _____

1.11. Cash flow, borrowing authority and investment. _____

2) The ability to explain and demonstrate procedures and purposes for forecast fiscal needs for special education given necessary financial data about the program. _____

3) The ability to explain and demonstrate purposes and procedures of fiscal auditing and how to prepare for a fiscal audit. _____

IV. Record Keeping and Reporting

1) The ability to develop and maintain district special education financial records and reports as required by regulations. _____

2) The ability to properly prepare and submit on time the required state and federal forms requesting financing and reporting expenditures. _____

3) The ability to prepare and present to the appropriate board a report of the district's special education financial needs that includes:

3.1. Documentation of the needs (program and financial). _____

3.2. Statement of district's legal responsibilities as determined by state and federal law. _____

3.3. Cost analysis and comparison of alternative programs that will meet needs. _____

3.4. Economic value of special education. _____

Participant Self-Rating Questionnaire

This questionnaire will be administered to the participants upon entry into the training program. It will be re-administered following completion of each area (Final, Personnel, Program). At the re-administration participants will be given their initial ratings (entry) and asked to re-rate their entry level ratings. At the re-administration they will also be required to rate their exit level performances. This procedure will result in three discrepancy analyses.

Using the following code:

A - Ratings at Entry
B - Re-rating for Entry
C - Ratings at Exit

the three discrepancies will be:

A - B

A - C

B - C

A - B will indicate the degree of change in what participants believed was their entry level performances on each of the objectives.

A - C will be a pre-post analysis.

B - C will also be a pre-post analysis but using the re-rated entry level scores.

Both A (Ratings at Entry) and B (Re-ratings for Entry) will be correlated with the entry Criterion-Referenced Test and with the Simulation Exercises.

C (Ratings at Exit) will be correlated with the post Criterion-Referenced Test.

V. Unit Lesson Evaluation Form

8/6/74

UNIT LESSON EVALUATION

NAME _____

DATE _____

OBJECTIVE _____

UNIT LESSON _____

Please complete this form and return it with your assignment for this unit. An envelope is provided.

Your response to every question is needed.

I. COURSE MATERIAL - Circle the response indicating your level of agreement with each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The course material is well organized and developed in coherent sequence.	1	2	3	4	5
2. The length and scope of the course material was adequate.	1	2	3	4	5
3. The course material clearly conveyed abstract concepts and theories.	1	2	3	4	5
4. Basically, the course material provided me with learning and learning tools which were new to me.	1	2	3	4	5
5. The style of writing was clear, concise and interesting.	1	2	3	4	5
6. The course material provided me with activities which were practical and not make work activities.	1	2	3	4	5
7. The course material is closely related to the objectives,	1	2	3	4	5

8. What would you do to improve this course material?

II. SUGGESTED READINGS

1. Which reading in the lesson did you find most helpful? (Indicate by author and title or by Unit, e.g., Unit IX, Appendix B) How were they helpful? (A few words, such as "background" or "understanding" will be sufficient)

2. List any of the suggested readings that were not useful to you and tell why they did not meet your needs (The title after the appropriate word will be sufficient):

   Nothing new:

   Inaccurate:

   Redundant:

   Hard to Read:

   Hard to Understand:

3. Put a check in the proper space. I would recommend:

   ____ A) more or other required readings

   ____ B) fewer or other required readings

   ____ C) no change in the required readings

4. Would you prefer an assigned text(s)?

____ A) Yes

____ B) No

If yes, can you suggest any?

III. WRITTEN ASSIGNMENT - Circle the response indicating your level of agreement with each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The assignment was clearly and unambiguously stated.	1	2	3	4	5
2. The length of time required to complete the written assignment was reasonable	1	2	3	4	5
3. The written assignment really gave me an opportunity to show what I had learned.	1	2	3	4	5
4. The written assignment was not a make work activity, it was something I presently do.	1	2	3	4	5

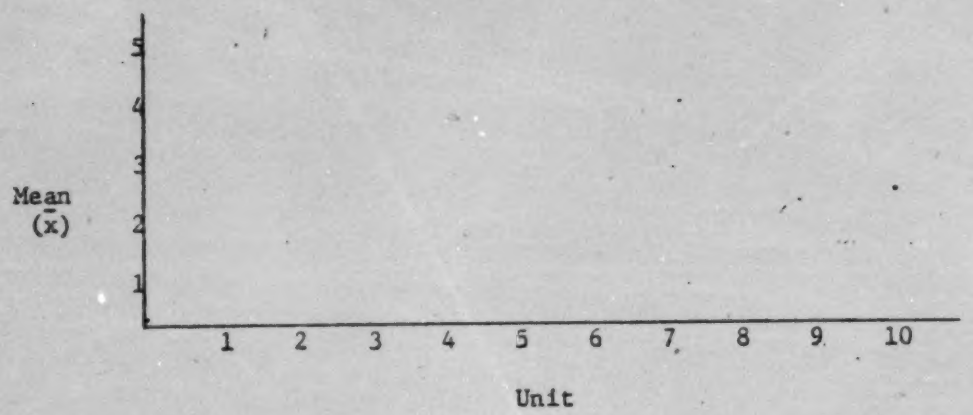
5. What would you do to improve the written assignments for this lesson?

6. Were other materials required, in addition to those provided, for completion of the exercises? If yes, please list them.

Unit Lesson Evaluation

The Unit Lesson Evaluation is completed by the Participants following each Unit Exercise.

The results for the items in Sections I and III will be displayed in the following manner:



Item 1. The course material is well organized and developed in coherent sequence.

Response to remaining items will be sampled and briefly described in the final evaluation report.

VI. Field Consultant Questionnaire

Draft #2
8/2/74

FIELD CONSULTANT QUESTIONNAIRE

Name _____

Please respond to the following questions following your consultation with the participant(s).

I.

1. Please list the participants who attended this consultation.

_____ _____

_____ _____

_____ _____

_____ _____

2. Where was the consultation held?

_____
school name

_____
street

_____
city

Please check the appropriate items.

____ Consultant's Office

____ Participant's Office

____ Consultant's School

____ Participant's School

____ Other _____

3. When was the consultation held?

_____ / _____ / 19____
month / day / year

From _____ to _____
time time

4. What was the main topic of the consultation? _____

_____

II.

Please indicate your level of agreement with the following statements.

Circle your response using the following key:

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. All that was intended for the consultation was accomplished.	1	2	3	4	5
2. The consultation was worthwhile for the participant(s).	1	2	3	4	5
3. The training program is well organized.	1	2	3	4	5
4. The course materials are closely related to the objectives.	1	2	3	4	5
5. The exercises are closely related to the job of Special Education Director.	1	2	3	4	5
6. The exercises were difficult.	1	2	3	4	5
7. The course materials are well organized and developed in coherent sequence.	1	2	3	4	5

III.

1. Please rate the frequency of the monthly consultations.

____ (a) Too Frequent

____ (b) About Right

____ (c) Not Frequent Enough

____ (d) Uncertain

2. Were there any weaknesses in the course materials?

____ (a) Yes

____ (b) No

If yes, please list them.

_____

_____

_____

_____

3. Please give at least one suggestion for improving the course materials.

4. Please give at least one suggestion for improving the exercises.

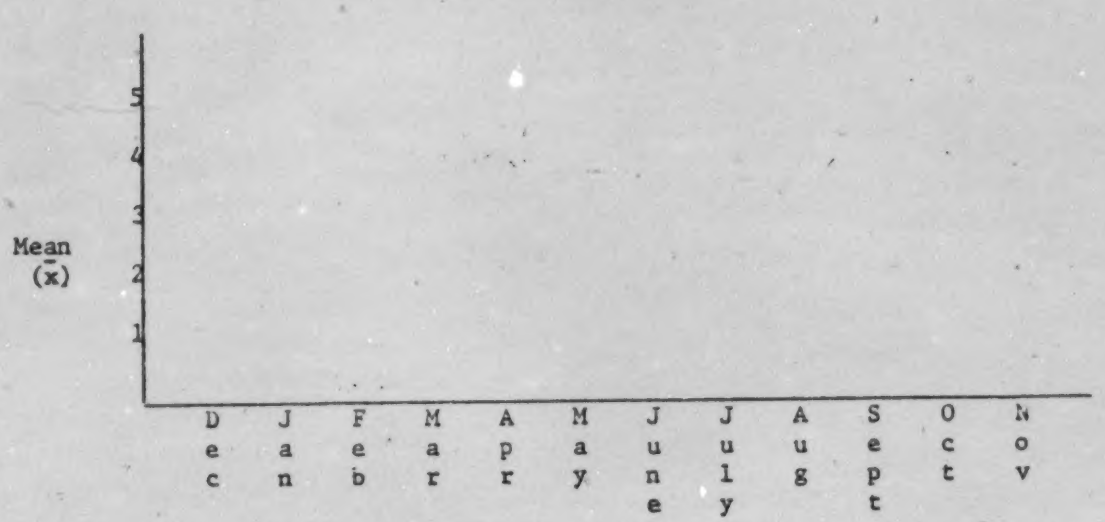
5. Please give at least one suggestion for improving the consultations.

Field Consultant Questionnaire

The Field Consultant Questionnaire will be completed by the Field Consultants following each monthly consultation with the Participants.

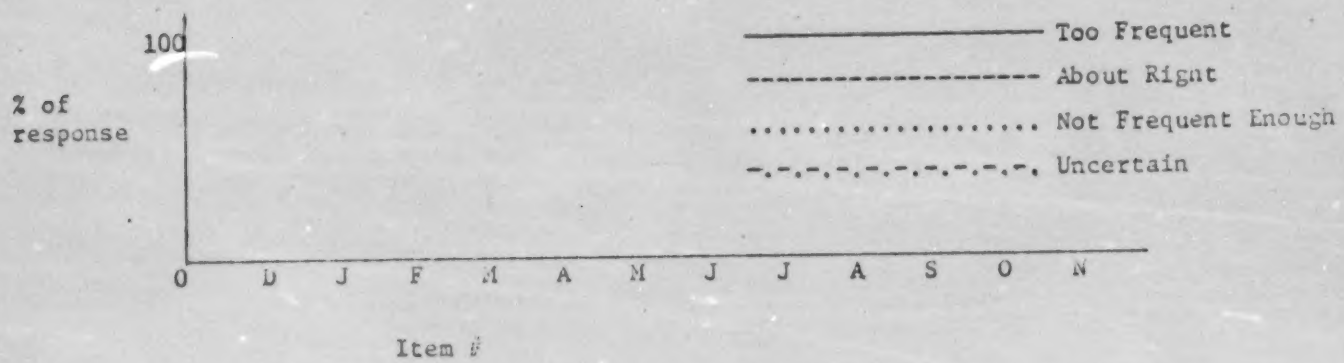
The data for the items in Section II will be displayed in a time-series form for each item (either as polygon or histogram).

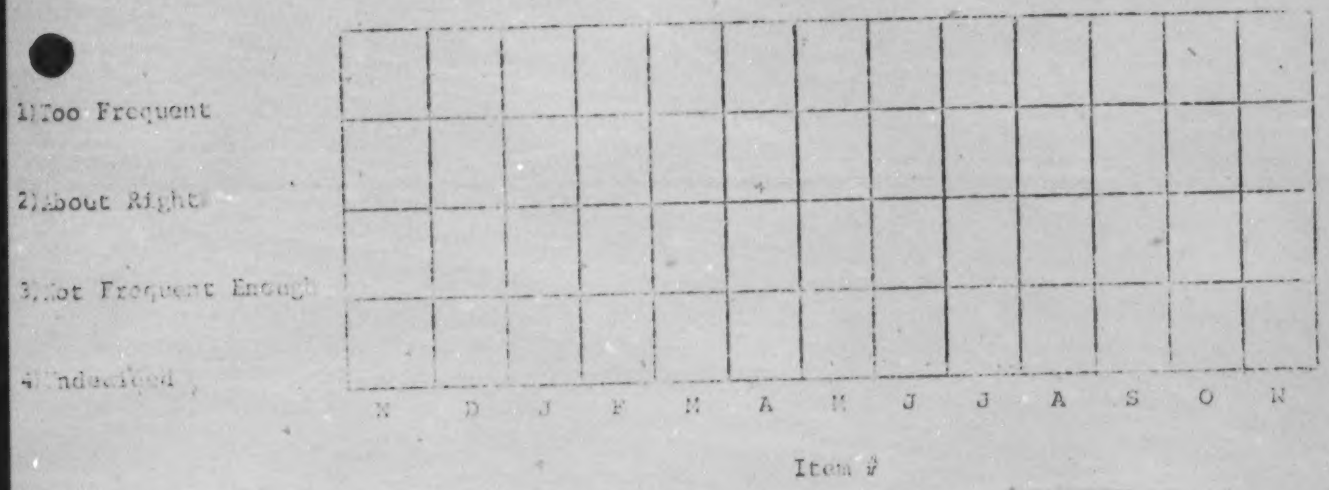
For example:



1. All that was intended for the consultation was accomplished.

Items 1 and 2 in Section III will also be displayed in time series form (as polygon or as a matrix with percentages in the cells).





Responses to items 3-5 in Section III would be sampled and briefly described in the final evaluation report.

VII. Participant Consultation Questionnaire

Draft #2
8/2/74

PARTICIPANT CONSULTATION QUESTIONNAIRE

Name _____ Date _____

Please respond to the following questions following your consultation with the Field Consultant.

1. Was the consultation of value to you?

   ____ (a) Highly Valuable

   ____ (b) Somewhat Valuable

   ____ (c) Uncertain

   ____ (d) Slightly Unvaluable

   ____ (e) No Value

2. Did the consultation help solve some problems you were having?

   ____ (a) Yes

   ____ (b) No

   If yes, check the problem area in which some assistance was received

   ____ Exercise

   ____ Course Materials

   ____ Organization

   ____ Other (please indicate) _____

3. Please rate the frequency of the monthly consultation.

   ____ (a) Too Frequent

   ____ (b) About Right

   ____ (c) Not Frequent Enough

   ____ (d) Uncertain

   How often would you prefer consultations? _____

4. Would you like to continue having consultations?

   ____ (a) Yes

   ____ (b) No

   ____ (c) Uncertain

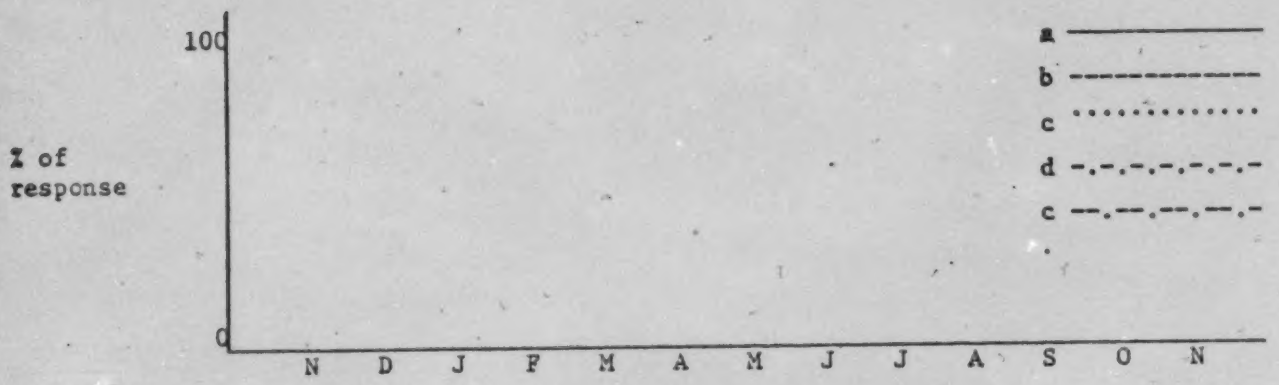
5. Please give at least one suggestion for improving the consultations.

6. Please list at least one good item about the consultation.

Participant Consultation Questionnaire

The Participant Consultation Questionnaire is completed by the Participants at each monthly consultation.

Items 1-4 will result in data displayed in the following fashion:



Responses to items 5 and 6 would be sampled and briefly described in the final evaluation report.

VIII. Judgement Questionnaire

JUDGEMENT QUESTIONNAIRE

Date_____

SECTION I

Please indicate your level of agreement with the following statements.

Circle your response using the following key:

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I am glad to be a participant in the Special Education Administration Training Program.	1	2	3	4	5
2. I have enjoyed the simulation(s) I participated in.	1	2	3	4	5
3. I have enjoyed the instructional activities I have worked on.	1	2	3	4	5
4. I have liked the people associated with the training program.	1	2	3	4	5
5. I would recommend this program to my friends if it were offered again.	1	2	3	4	5
6. My contact with the field consultant has been worthwhile.	1	2	3	4	5
7. The arrangements for the entire project have been effectively carried out.	1	2	3	4	5
8. The arrangements for the entire project have been well planned.	1	2	3	4	5
9. The resources (people and materials) have been available when I needed them.	1	2	3	4	5
10. The structure of this training program is more effective than just holding workshops.	1	2	3	4	5

SECTION II

1. Have you developed any new ideas as a result of your participation in the training program?

_____A) Yes, many

_____B) Yes, a few

_____C) None

_____D) Uncertain

2. Have you developed any new products as a result of your participation in the training program?

_____A) Yes, many

_____B) Yes, a few

_____C) None

_____D) Uncertain

Can you indicate how many?_____

3. How much of the time you have spent working on activities related to the training program has been worthwhile?

_____A) 80-100%

_____B) 60-79%

_____C) 40-59%

_____D) 20-39%

_____E) 0-19%

4. All things considered, how do you rate the over-all quality of the training program?

_____A) Excellent

_____B) Quite good

_____C) Average

_____D) Below average

_____E) Poor

JUDGMENT QUESTIONNAIRE

The intent of this questionnaire is to acquire judgment data from the participants. The judgments would concern over-all evaluation and the SEATP, attitudes about the program, and reactions to the management of the project (simulation and instruction phases).

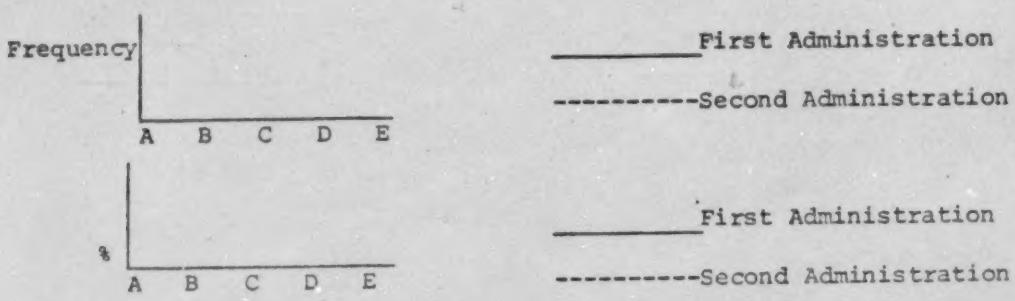
I am proposing that an instrument of this form be administered twice during the project. The data would be displayed in the following fashion for each of the 12 items.

RESPONSE	Administration 1	Administration 2
A		
B		
C		
D		
E		

Cells would be filled with the number of participants choosing response A, B, C, D, or E.

The data could also be summarized as percentages of participants choosing each response (A, B, C, D, E) for each administration. The same matrix could be used for displaying percentages.

The data could also be displayed in polygon form for each item. The ordinate would be either frequencies or percentages while the abscissa would be response category.



Mean scores for the items would also be calculated.

APPENDIX B

Performance Objectives

FISCAL MANAGEMENT

Performance Objective

1. Sources of Funds

1. SOURCES OF FUNDS

1.1 General Objective

The student will specify and correctly apply for state, federal and private sources of funds for special education

1.2 Content limitations

1.2.1 The student will state these sources of special education funds.

1.2.1.1 Federal fund sources:

ESEA Titles I,II,III,VIB,VID

Vocational Education Aid

Vocational Rehabilitation

1.2.1.2 Minnesota State Department of Education Sources

Developmental Disabilities

Foundation Aids
Local Tax Levy
Quality Education

Special Education Reimbursement

Transportation Aids

1.2.1.3 Private foundations in Minnesota sources

Bush Foundation

Hill Foundation

Huested Foundation

1.2.2 The student will state about each source:

1.2.2.1 The purpose of each fund

1.2.2.2 The ages and types of students for whom it's intended

1.2.2.3 The requirements and procedures for fund application

1.2.2.4 How the funds are to be used

1.2.2.5 The funding pattern

1.2.3 The student will correctly complete application forms for all sources of funding

1.2.4 From the Minnesota Guidelines, Regulations and Law, specify state residency requirements or responsibility for serving resident and non-resident students within a district.

1.2.5 Will specify legal responsibilities of a school district for serving handicapped students based upon state and federal laws, regulations and guidelines for serving the handicapped.

1.2.6 Will specify a school districts financial responsibilities and options (including inter-district, single district and cooperative) for serving handicapped students based upon state and federal laws, regulations and guidelines.

1.3 Resources

During the performance period the student may have available for use any book, guideline and regulation relating to each of the funding sources (1.2.1.1, 1.2.1.2, 1.2.1.3).

1.4 Item Form

1.4.1 (for sub-objective 1.2.1) The student can specify those sources of funding for special education from a list of state, federal and private sources.

1.4.2 (for sub-objective 1.2.1) Given a list of federal, state and private funding sources, the student will identify those for special education.

1.4.3 (for sub-objective 1.2.1) Sample Item

Which of the following is/are sources of federal funding for special eduction?

a. NDEA Title IV

*b. ESEA Title III

c. Early Education Act 1970

d. ESEA Title IV

e. All of the above

1.4.1 (for sub-objective 1.2.2) For the funding sources listed in 1.2.1, the student will answer correctly any questions relevant to the fund's purpose, the ages and type of pupil for whom intended, requirements and procedures for applications, and funding patterns.

1.4.2 (for sub-objective 1.2.2) Given multiple-choice questions and/or true-false statements within the content limitations specified in 1.2.2, the student will identify the correct response.

1.4.3 (for sub-objective 1.2.2) Sample Item

ESEA Title VID funds are intended for:

a. Providing compensatory instruction in target school

b. Initiating new programs

*c. Inservice for Special Education staff

d. Special Education support services

e. Supervisory staff

1.4.1 (for sub-objective 1.2.3) The student will correctly complete application forms for any source of funding listed in 1.2.1 and will be able to identify errors in incorrectly prepared forms.

1.4.2 (for sub-objective 1.2.3) Given an application form from funds listed in 1.2.1, the student will complete it correctly. Given an application form containing errors, the student will identify and correct the errors.

1.4.3 (for sub-objective 1.2.3) In a simulation situation the student will write a preliminary letter of intent to ESEA Title VID for a district inservice program for Speech Therapists, including the anticipated budget.

1.4.1 (for sub-objective 1.2.4) The student will identify the legal responsibility of a Minnesota school district for providing education for resident and non-resident pupils based upon a discription of a particular child or situation.

1.4.2 (for sub-objective 1.2.4) Given a description of a resident or non-resident handicapped child, the student will answer any multiple-choice or true-false questions about a Minnesota school district's legal responsibilities and pattern of funding for that child's special education.

1.4.3 (for sub-objective 1.2.4) Sample Item

True* or False: The district of residence of the parents of a special education child who resides in another district (i.e. in a foster home) claims state foundation aids for that child.

1.4.1 (for sub-objective 1.2.5) The student will identify the responsibilities of a Minnesota school district for providing and funding special education for any eligible resident pupil based upon a description of the pupil and/or the situation.

1.4.2 (for sub-objective 1.2.5) Given a description of a handicapped pupil and/or a situation in a Minnesota school district, the student will aswer correctly any multiple-choice or true-false questions about the district's legal responsibilities for providing special education services.

1.4.3 (for sub-objective 1.2.5) Sample Item

The following is/are reimbursable under special education:

a. Salary of a certified teacher of mentally retarded four year olds

b. Speech therapists for a four year old hearing impaired child

c. Neurologist for Special Education staff inservice

d. School nurse

e. All of the above

1.4.1 (for sub-objective 1.2.6) The student will be able to specify all legal and financial options open to districts to provide inter-district cooperative special education services.

1.4.2 (for sub-objective 1.2.6) Given a list and/or description of possible inter-district Special Education service systems, the student will identify those that are legal. Given multiple-choice or true-false questions about inter-district co-op service systems, the student will identify the correct answer.

1.4.3 (for sub-objective 1.2.6) Sample Item

Which of these interdistrict special education service systems has the power to levy separate taxes?

a. Inter-district cooperatives

b. Joint-Powers Agreement

*c. Intermediate districts

d. Special Education Regional Centers (SERC)

e. All of the above

FISCAL MANAGEMENT

Performance Objective

2. Budgeting

2. BUDGETING

2.1 General Objective

The student will plan, prepare and submit a special education program budget using a program planning budgeting system in conformity with the Minnesota Uniform Accounting Manual and in conjunction with the finance officer of their administrative district.

2.2 Content Limitations

2.2.1 The student will plan and prepare special education budget (including state aids) based upon a program planning budgeting system (eg. PPBS).

2.2.2 The budget planned and prepared will conform to the portion of the Minnesota Uniform Accounting Manual on budgeting.

2.2.3 When planning and preparing the budget the student will do so in conjunction with the districts financial officer of the administrative district.

2.3 Resources

During testing the student may have available the Minnesota Uniform Accounting Manual and any other printed material on budgeting that he wishes.

2.4 Item Form

2.4.1 (for sub-objective 2.2.1) The student will plan and prepare a special education budget for a school district in Minnesota based upon a program planning budgeting system (e.g. PPBS)

2.4.2 (for sub-objective 2.2.1) The student will plan and prepare a properly completed budget which is based upon a program planning budgeting system for a school district in Minnesota. The student will answer questions correctly concerning procedures for budget planning

and preparation using a program planning budget system in Minnesota. The student will answer questions about the concept of a program planning budgeting system and its application in budgeting. The student will identify budgets which correctly apply the program planning budget system.

2.4.3 (for sub-objective 2.2.1)

2.4.1 (for sub-objective 2.2.2) The budget submitted will conform to the budgeting section of the Minnesota Uniform Accounting Manual. The student will answer questions about the budgeting section of the Minnesota Uniform Accounting Manual.

2.4.2. (for sub-objective 2.2.2) Given budgets which conform and do not conform to the budgeting section of the Minnesota Uniform Accounting Manual the student will select conforming budgets.

Given examples and applications of the budgeting section of the Minnesota Uniform Accounting Manual the student will select the proper example or application.

2.4.3 (for sub-objective 2.2.2)

2.4.1 (for sub-objective 2.2.3) The student will prepare their budget in conjunction with the financial officer of the administrative district for which the budget is prepared.

2.4.2 (for sub-objective 2.2.3) The student will respond to questions concerning who the budget should be prepared in conjunction with by identifying the financial officer of the administrative district.

2.4.3 (for sub-objective 2.2.3) In a simulation exercise of budget preparation the student will select the financial officer of their administration as the person to work in conjunction with.

FISCAL MANAGEMENT

Performance Objective

3. Plan and Manage Funds

FISCAL MANAGEMENT

3. PLAN AND MANAGE FUNDS

3.1 General Objective

The student will plan and manage district special education funds in accordance with Minnesota regulations

3.2 Content Limitation (sub-objectives)

3.2.1 Can explain and identify basic school accounting procedures prescribed by state and federal law and the Minnesota Uniform Accounting Manual including:

- 3.2.1.1 Major account catagories and their limitations
- 3.2.1.2 Cost accounting
- 3.2.1.3 Accounting for salaries
- 3.2.1.4 Integrating public and private funds
- 3.2.1.5 Accounting for non-resident students
- 3.2.1.6 Authorizing special education expenditures
- 3.2.1.7 Determining budgeted figures, expenditures and funds remaining in any special education account at any time
- 3.2.1.8 Making legal changes in accounts
- 3.2.1.9 Making legal transfers of funds
- 3.2.1.10 Proration of state aids and excess cost reimbursment
- 3.2.1.11 Cash flow, borrowing authroity and investment

3.2.2 Will explain and demonstrate procedures and purposes for forecast fiscal needs for special education given necessary financial data about the program.

3.2.3 Will explain and demonstrate purposes and procedures of fiscal auditing and how to prepare for a fiscal audit.

3.3 Resources

During testing the student may have available the Minnesota Uniform Accounting Manual and any printed material relating to planning and managing public funds.

3.4 Item Form

3.4.1 (for sub-objective 3.2.1) The student will explain and identify basic school accounting procedures prescribed by state and federal law and the Minnesota Uniform Accounting Manual. The procedures include: major account catagories, cost accounting, accounting for salaries, integration of public and private funds, accounting for non-resident students, authorization of special education expenditures, determination of budget figures, expenditures and funds remaining in any special education account at anytime, legal changes in accounts and transfer of funds.

3.4.2 (for sub-objective 3.2.1) Given explanations of correct and incorrect examples of accounting procedures the student will identify the proper procedure or explanation.

Given a definition or explanation of a procedure the student will identify the procedure or explanation.

3.4.3 (for sub-objective 3.2.1)

3.4.1 (for sub-objective 3.2.2) The student will explain and demonstrate purposes and procedures for forecasting fiscal needs for special education given the necessary data about the program.

3.4.2 (for sub-objective 3.2.2) Given correct and incorrect procedures and purposes for forecasting the student will select the proper purposes and procedures.

Given explanations (step by step) of forecasting the student will select the correct sequence.

The student will forecast financial needs given the necessary data.

3.4.3 (for sub-objective 3.2.2)

3.4.1 (for sub-objective 3.2.3) The student will explain and demonstrate purposes and procedures of preparing for a fiscal audit.

3.4.2 (for sub-objective 3.2.3) Given correct and incorrect explanations of purpose and procedures of fiscal auditing the student will select the proper purposes and procedures. Given correct and incorrect procedures for preparing for a fiscal audit the student will select the proper procedure. Given the necessary data for a fiscal audit the student will prepare for the audit.

3.4.3 (for sub-objective 3.2.3)

FISCAL MANAGEMENT

Performance Objective

4. Record Keeping and Reporting

4. RECORD KEEPING AND REPORTING

4.1 General Objective

The student will plan and maintain a system of record keeping and reporting that includes the documentation of need for services, district's legal responsibilities for providing services, formal requests for state and federal funds, and reporting of services provided and entitlement for reimbursement as required by state and federal regulations.

4.2 Content Limitations

4.2.1 Will develop and maintain district special education financial records and reports as required by regulations.

4.2.2 Will properly prepare and submit on time the required state and federal forms requesting financing and reporting expenditures.

4.2.3 Will prepare and present to the appropriate board a report of the district's special education financial needs that includes:

4.2.3.1 documentation of the needs (program and financial)

4.2.3.2 statement of district's legal responsibilities as determined by state and federal law.

4.2.3.3 cost analysis and comparison of alternative programs that will meet needs.

4.2.3.4 economic value of special education

4.3 Resources

During testing the student may have available any printed material relating to accounting, budgeting and reporting procedure that he wishes.

4.4 Item Form

4.4.1 (for sub-objective 4.2.1) The student will state the records and reports that must be kept and submitted for each of the sources of special education funds as stated by regulations for each funding source.

The student will explain the procedures for development and maintenance of a financial record keeping and reporting system as required by state and federal regulations.

4.4.2 (for sub-objective 4.2.1) Given sources of special education funds the student will state the financial reports and records that must be kept and submitted for each us stated in the regulations for each funding source.

Given procedures for development of a financial report and record keeping system the student will sequence them properly or identify missing procedures required by state and federal regulations.

Given correct and incorrect explanations for development of a report and record keeping system the student will select the proper explanation.

Given the necessary data the student will develop a financial report and record keeping system which meets state and federal regulations.

4.4.3 (for sub-objective 4.2.1)

4.4.1 (for sub-objective 4.2.2) The student will state the submission date, general address for submission and proper form for every source of special education funds.

The student will properly prepare and submit on time the

records and reports (forms) required by state and federal regulations for each source of special education funds used by their district.

4.4.2 (for sub-objective 4.2.2) Given a source of funds the student will state the forms, submission dates and address for that source.

Given financial and program data the student will properly prepare and submit on time the report and records necessary for that source.

4.4.3 (for sub-objective 4.2.2)

4.4.1 (for sub-objective 4.2.3) The student will state the procedures for documentation of needs.

The student will state a districts legal responsibility for special education.

The student will explain the steps for cost analysis and comparison of alternative programs that meet needs.

The student will explain the procedure for determining economic value of special education.

The student will prepare and present to the appropriate board a report of the districts special education financial needs which includes: documentation of needs (program and financial), statement of districts legal responsibilities, cost analysis of various alternative programs, and the economic value of special education.

4.4.2 (for sub-objective 4.2.3) Given correct and incorrect procedures for documentation of need the correct procedure will be identified.

Given all or part of the procedures the student will

put them in proper sequence.

Given incorrect and correct legal statements the student will identify those which are correct statements for special education.

Given correct and incorrect steps for cost analysis and comparison of alternative programs that meet needs, the student will select the proper steps.

Given correct and incorrect steps for determining the economic value of special education the student will select the proper steps.

Given appropriate data about a special education program the student will prepare and present to the appropriate board a report of the districts special education financial needs which includes: documentation of needs, statement of districts legal responsibilities, cost analysis of various alternative programs, and the economic value of special education.

4.4.3 (for sub-objective 4.2.3)

PERSONNEL MANAGEMENT

Performance Objective

1. Staff Relations

1. STAFF RELATIONS

1.1 General Objective

The student will develop and implement a system of management that is consistent with the demands of his job, and includes routine office management, task delegation to appropriate staff, personnel supervision, public relations and communications with staff, administrators and parents, and personnel record keeping. The system must comply with state and federal law applying to Personnel.

1.2 Content Limitations

The development and implementation of a system of management should be consistent with the demands of the job and includes:

1.2.1 Attending to daily mail and other related routine job matters.

1.2.2 Delegation of tasks to staff

1.2.3 Resolving all personnel grievances. (i.e. application of law redirecting, confrontation and listening skills)

1.2.4 Communicating and public relations with staff, administrators and parents in special education matters. (i.e. listening, communicating ideas and feelings lucidly and succintly, preception

heck, emphathizing, onsensual decision aking, and joint roblem solving.

1.2.5 Developing and maintaining a personnel record keeping system.

1.2.6 Conformity with State and Federal Laws relating to personnel.

1.3 Resources

The student can refer to the special education directors trained staff and state and federal laws and regulations, staff, administrators and parents for opinions. State and federal laws and regulations pertaining to personnel record keeping.

1.4 Item Form

1.4.1 (for sub-objective 1.2.1) The student will identify the rationale for handling mail and other routine matters.

1.4.2 (for sub-objective 1.2.1) Given mail and other routine maters to handle the student will identify the rationale utilized.

1.4.3 (for sub-objective 1.2.1)

1.4.1 (for sub-objective 1.2.2) The student will identify the rationale for delegation of a task to personnel.

1.4.2 (for sub-objective 1.2.2) Given the task and its delegation the student will identify the rationale for its delegation.

1.4.3 (for sub-objective 1.2.2)

1.4.1 (for sub-objective 1.2.3) The student will identify the management theory or style being applied to managing staff performance on a task.

1.4.2 (for sub-objective 1.2.3) Given a situation for ensuring task performance by staff the student will identify the management theory or style being applied.

1.4.3 (for sub-objective 1.2.3)

1.4.1 (for sub-objective 1.2.4) The student will identify correct application of state and federal laws applying to grievances.

1.4.2 (for sub-objective 1.2.4) Given a grievance and its solution the student will identify correct application of the law involved.

1.4.3 (for sub-objective 1.2.4)

1.4.1 (for sub-objective 1.2.5) The student resolves all personnel grievances brought to their attention in conformity with federal and state laws and regulations.

1.4.2 (for sub-objective 1.2.5) Given a grievance the student will select the best procedure for resolution.

1.4.3 (for sub-objective 1.2.5) Mrs. Smith, the history teacher wants to go on leave for 3 weeks but Mr. Larson, the principal could not find anyone to fill her post temporarily so he refused her application for leave. As the special education director, what would you do?

1.4.1 (for sub-objective 1.2.6) In communicating with staff, administrators and parents, the student demonstrates communication and public relation skills, such as being able to solicit their cooperation and support without getting into arguments resulting in ill-feelings.

1.4.2 (for sub-objective 1.2.6) Given a set of case studies based on public relations, the student will identify different methods of tackling different situations.

1.4.3 (for sub-objective 1.2.6) The parents of Mary want Mr. Larson, the principal to provide a certain piece of equipment for Mary in order to help her read. Mr. Larson sees no necessity for this. As the special education director you know there is no budget provision for this. The parents turn to you. What would you do?

1.4.1 (for sub-objective 1.2.7) The student develops and maintains a personnel record keeping system within federal and state laws and regulations.

1.4.2 (for sub-objective 1.2.7) Given questions on content, purpose and laws relating to personnel record-keeping, the student will answer them correctly.

1.4.3 (for sub-objective 1.2.7) The personnel files of different people should be kept under lock and key for purposes of privacy. True or False

PERSONNEL MANAGEMENT

Performance Objective

2. Manpower Planning

2. MANPOWER PLANNING

2.1 General Objective

The student will develop and implement a Manpower Plan that is consistent with program goals and objectives and state and federal laws and regulations, to include forecasted personnel requirements, job descriptions for all jobs and staff reorganization schedules.

2.2 Content Limitations

The development and implementation of a manpower plan which includes:

2.2.1 Identification of program goals and objectives

2.2.2 Application of state and federal laws and regulations on Special Education staff.

2.2.3 The forecasted number and type of personnel needed in order to carry out the prioritized set of goals and objectives

2.2.4 A job description for every job under the supervision of the special education director including the directors

2.2.5 Reorganization of staff schedules due to new or replacement staff

2.3 Resources

The student can refer to program goals and objectives and state and federal laws and regulations on special education.

2.4 Item Form

2.4.1 (for sub-objective 2.2.1) The student identifies program goals and objectives set-up for that period.

2.4.2 (for sub-objective 2.2.1) Given necessary program data the student will correctly answer questions to identify program goals and objectives.

2.4.3 (for sub-objective 2.2.1) Sample Item:

What are the three major objectives of this year's program for special education? (List)

1. .....

2. .....

3. .....

2.4.1 (for sub-objective 2.2.2) The student can apply state and federal laws and regulations to manpower planning.

2.4.2 (for sub-objective 2.2.2) Given questions in federal and state laws and regulations pertaining to special education manpower planning the student will answer them correctly.

2.4.3 (for sub-objective 2.2.2)

2.4.1 (for sub-objective 2.2.3) Given the program goals and objectives, and a list of existing available personnel, the student will analyze and forecast manpower needs, such as the number and type of personnel needed.

2.4.2 (for sub-objective 2.2.3) In a setting where the student is given a set of program goals and objectives and a list of existing available personnel, the student will analyze and forecast manpower needs.

2.4.3 (for sub-objective 2.2.3) Given the information below, as the special education director you are to analyze and forecast manpower needs:

1. Program goals and objectives
2. List of existing available personnel and the schools they cover
3. Present economic condition
4. Present market conditions in relation to employment

2.4.1 (for sub-objective 2.2.4) The student identifies and describes in a job description every task done by each person under the special education director's supervision.

2.4.2 (for sub-objective 2.2.4) Given a set of tasks the student will identify and write a job description. Correct and incorrect job descriptions can be identified by the student.

2.4.3 (for sub-objective 2.2.4) Name five tasks typically performed by a child psychologist.

2.4.1 (for sub-objective 2.2.5) The student selects and reorganizes staff due to new placements and replacements.

2.4.2 (for sub-objective 2.2.5) The student will schedule new and replacement staff into a given program applying appropriate procedures.

2.4.3 (for sub-objective 2.2.5)

PERSONNEL MANAGEMENT

Performance Objective

3. Recruitment and Selection of Staff

3. RECRUITMENT AND SELECTION OF STAFF

3.1 General Objective

The student will, with the help of the superintendent or trained staff, plan and implement a recruitment and selection system in conformity with federal and state laws and regulations to accomodate manpower needs by conducting interviews and evaluating credentials.

3.2 Content Limitations

The recruitment and selection system developed must have these attributes:

3.2.1 Conformity with federal and state laws and regulations especially in the area of discrimination.

3.2.2 Solicitation of the help of the superintendent or staff when necessary.

3.2.3 Applies various methods of recruiting personnel where appropriate.

3.2.4 Differentiation and utilization of different personnel selection techniques such as interviews, credentials and evaluation by other staff members

3.3 Resources

The student can refer to state and federal laws and regulations on employment and the superintendents staff.

3.4 Item Form

3.4.1 (for sub-objective 3.2.1) The student can identify staff recruitment and selection systems which comply with state and federal laws and regulations on employment.

3.4.2 (for sub-objective 3.2.1) Given laws and applications the student will identify the proper laws and applications of them to employment.

Given examples of recruitment and selection systems, the student will identify those which conform with state and federal law.

3.4.3 (for sub-objective 3.2.1)

3.4.1 (for sub-objective 3.2.2) The student solicits the help of the superintendent or the staff of the special education director when necessary.

3.4.2 (for sub-objective 3.2.2) Given a situation the student will identify the rationale for involvement of the superintendent's staff.

3.4.3 (for sub-objective 3.2.2) Did you ask the superintendent for help in _____ situation. What was your rationale?

3.4.1 (for sub-objective 3.2.3) The student states the most effective ways of recruiting different personnel e.g. by advertising in the daily newspaper, placements in colleges and universities.

3.4.2 (for sub-objective 3.2.3) Given a set of statements on recruiting sources, the student will rank them in order of effectiveness for each particular job type.

3.4.3 (for sub-objective 3.2.3) To recruit a vision teacher, I would:

a. put a placement in the newspaper

b. ask friends to recommend someone

c. ask the university to recommend someone

3.4.1 (for sub-objective 3.2.4) The student differentiates and discrimminates between different selection techniques and recommend different techniques for selecting different job positions.

3.4.2 (for sub-objective 3.2.4) Given a set of selection techniques, the student will state the advantages and disadvantages of each technique and recommend techniques for soliciting different job type.

3.4.3 (for sub-objective 3.2.4) Give three advantages and disadvantages of interviewing. How effective is interviewing used for the selection of vision teachers?

PERSONNEL MANAGEMENT

Performance Objective

4. Staff Development

4. STAFF DEVELOPMENT

4.1 General Objective

The student will create and implement a staff development program based on personnel requirements of existing and newly recruited staff, to inform and train them on new developments and programs, and to upgrade their skill levels to achieve greater performance in meeting program objectives by providing conferences, meetings, workshops and in-service sessions.

4.2 Content Limitations

The creation and implementation of a staff development program should be based on:

4.2.1 Evaluating and appraising skill level of new and existing staff on new developments in special education and skills needed for achieving greater performance in programs.

4.2.2 Providing training conferences, workshops or in-service sessions on new developments, and achieve greater performance in meeting objectives for programs for new and existing staff in a manner permitted by law.

4.2.3 The requirements of State and Federal law for Staff Development.

4.3 Resources

The student can refer to State and Federal law pertaining to staff development and other references on the organization and planning of staff development.

4.4 Item Form

4.4.1 (for sub-objective 4.2.1) The student evaluates and appraises informational and knowledge level of new and existing staff on new developments in special education and skills needed for achieving greater performance in programs.

4.4.2 (for sub-objective 4.2.1) The student will answer questions on steps to evaluate informational and skill level of new and existing staff.

4.4.3 (for sub-objective 4.2.1) Sample item: Do all vision teachers under your supervision know about technique X on treatment? How did you evaluate them?

4.4.1 (for sub-objective 4.2.2) The student states how to organize conferences, meetings, workshops and inservice sessions for new and existing staff.

4.4.2 (for sub-objective 4.2.2) The student will list and state relationships for all the variables to consider in organizing conferences, workshops, and inservice sessions, e.g. guest speakers, trainers, cost of sessins, time and place consideration, objectives, evaluation, law and teacher involvement.

4.4.3 (for sub-objective 4.2.2) List the major steps to consider in organizing an inservice session.

PERSONNEL MANAGEMENT

Performance Objective

5. Evaluation

5. EVALUATION

5.1 General Objective

The student will develop and implement an Evaluation System to measure the performance of staff based on job descriptions, program goals and objectives, and if necessary to take action on dismissal or retraining.

5.2 Content Limitations

The development and implementation of the Evaluation system includes:

5.2.1 Measurement and evaluation of performance of administration and staff based on job description and program goals and objectives.

5.2.2 Taking the action indicated by the law and management style to dismiss or retrain the staff.

5.3 Resources

The student can refer to principals, administrators or superintendent for opinion, law and regulations pertaining to evaluation, and resources on management style.

5.4 Item Form

5.4.1 (for sub-objective 5.2.1) The student differentiates between different evaluation and measurement techniques and evaluates staff performance.

5.4.2 (for sub-objective 5.2.1) The student will describe and apply the different evaluation and measurement techniques available for measuring staff performance.

5.4.3 (for sub-objective 5.2.1) Sample item: Whic of the following are personnel evaluation and measurement techniques:

5.4.1 (for sub-objective 5.2.2) The student uses the performance of staff based on job descriptions and program goals and objectives, to take actions for retraining or dismissal as indicated by the law and management style.

5.4.2 (for sub-objective 5.2.2) The student will state and show how to use the job description and program goals and objectives to evaluate the performance of staff within the appropriate law and the management style used.

5.4.3 (for sub-objective 5.2.2) Sample item: You dismiss Ms. S who is in a city of the First Class and has worked two successful years. True or False.

PROGRAM DEVELOPMENT

Performance Objective

1. Needs Assessment

PROGRAM DEVELOPMENT

1. NEEDS ASSESSMENT

1.1 General Objective

The student, with the help of administrators and regional consultants, will develop a Needs Assessment Plan for exceptional children that is in conformity with Federal and State Laws and Regulations, to develop a prioritized set of goals to be implemented.

1.2 Content Limitations

The Needs Assessment Plan must

1.2.1 be consistent with Federal and State Laws and Regulations on Special Education

1.2.2 be developed with district administrative staff and regional consultants

1.2.3 review existing program performance and develop a set of goals and objectives based on unfulfilled goals and future need requirements

1.3 Resources

The student can refer to Federal and State Laws and Regulations on Special Education, District administrative staff and regional consultants help when necessary, and existing program goals and objectives.

1.4 Item Form

1.4.1 (for sub-objective 1.2.1) The student can state Federal and State laws and regulations on special education services.

1.4.2 (for sub-objective 1.2.1) Given a set of questions on Federal and State Laws and regulations the student

will correctly identify proper applications and statements of them.

1.4.3 (for sub-objective 1.2.1)

1.4.1 (for sub-objective 1.2.2)The student states the correct person to consult when necessary.

1.4.2 (for sub-objective 1.2.2) The student will identify the the correct person to consult on different matters in doing a needs assessment

1.4.3 (for sub-objective 1.2.2) When will you make an attempt to meet with the administrative staff?

1.4.1 (for sub-objective 1.2.3) The student evaluates past performance and develops a prioritized set of immediate as well as long range goals and objectives.

1.4.2 (for sub-objective 1.2.3)Given a case study on needs assessment, the student will develop a prioritized set of immediate as well as long range goals and objectives.

1.4.3 (for sub-objective 1.2.3) Given the facts below, develop a prioritized set of immediate as well as long range goals and objectives.

--past performance

--past goals and objectives

--present needs

1.4.1 (for sub-objective 1.2.4) The student will state and explain the components and procedure of a needs assessment in proper order.

1.4.2 (for sub-objective 1.2.4) Given components and procedures student will identify, order, and explain those which are part of a needs assessment.

1.4.3 (for sub-objective 1.2.4)

PROGRAM DEVELOPMENT

Performance Objective

2. Child Study System

2. CHILD STUDY SYSTEM

2.1 General Objective

The student will plan and develop a Child Study System in conformity with Federal and State Laws and regulations on Special Education, which results in accumulation of data which can lead to appropriate program development and placement.

2.2 Content Limitations

The development of a Child Study System must include

2.2.1 Compliance with Federal and State laws and regulations on Special Education

2.2.2 reading professional literature, attending workshops seminars and meeting on Special Education or acquiring information on new developments and techniques used

2.2.3 Organizing staff conferences to determine programs for individual children

2.2.4 consulting or informing the appropriate superintendent on the number of such children and recommended programs for their placement

2.2.5 developing diagnostic assessment and screening procedures

2.2.6 having a prescribed program of treatment and recommended placement for each child

2.2.7 ensuring that each recommended program is acceptable to parents concerned

2.2.8 Making provisions to allow for changing needs

2.3 Resources

The student can refer to Federal and State laws and regulations on Special Education, professional literature on Special Education, Superintendent for help or advice, and parents concerned.

2.4 Item Form

2.4.1 (for sub-objective 2.1) The student will state, identify, sequence and correctly apply the components of a Child Study System as described by law, regulations, guidelines and professional practice.

2.4.2 (for sub-objective 2.1) Given Child Study System procedure the student will identify those that do or do not comply with professional practice, law, regulations, and guidelines.

Given components and procedures of a Child Study System the student will sequence them properly as defined by law, regulations, guidelines and professional practice.

Given examples of a Child Study System the student will identify the components and procedures.

2.4.1 (for sub-objective 2.2.1) The student identifies Federal and State laws and regulations on Special Education and their correct application.

2.4.2 (for sub-objective 2.2.1) Given a set of questions on Federal and State laws and regulations the student will answer them correctly.

2.4.3 (for sub-objective 2.2.1)

2.4.1 (for sub-objective 2.2.2) The student identifies the current literature available on Special Education Child Study and describes the content.

2.4.2 (for sub-objective 2.2.2) The student will identify the current literature available on Special Education and describe the content.

2.4.3 (for sub-cbjective 2.2.2) Name the current literature available on Special Education.

2.4.1 (for sub-objective 2.2.3) The student organizes staff conferences to determine programs for students.

2.4.2 (for sub-objective 2.2.3) The student will organize staff conferences to determine placement.

2.4.3 (for sub-objective 2.2.3) Did you organize staff conferences? When? What is the agenda?

2.4.1 (for sub-objective 2.2.4) The student consults with the superintendent on programs and placements.

2.4.2 (for sub-objective 2.2.4) The student will indicate whether he/she did consult the superintendent on programs and placements.

2.4.3 (for sub-objective 2.2.4) Did you consult with the superintendent on the placement of child X?

2.4.1 (for sub-objective 2.2.5) The student prescribes a program of treatment and recommends placement for each child.

2.4.2 (for sub-objective 2.2.5) Give a set of case studies on child problems. The student will analyze and recommend treatment and placement.

2.4.3 (for sub-objective 2.2.5) Given the facts below, give the recommended treatment

--history of child X

--current position

2.4.1 (for sub-objective 2.2.6) The student meets with parents to ensure programs and placements are accepted by them.

2.4.2 (for sub-objective 2.2.6) The student will write a report or check a list of parents to ensure he did meet with them to discuss programs and placements.

2.4.3 (for sub-objective 2.2.6) Write a report on child X--treatment recommended.

2.4.1 (for sub-objective 2.2.7) The student makes provision to allow for changing needs.

2.4.2 (for sub-objective 2.2.7) The student will answer correctly questions on provision and planning for future needs.

2.4.3 (for sub-objective 2.2.7) What are the things to consider in planning for future needs?

PROGRAM DEVELOPMENT

Performance Objective

3. Organization of Design Elements

3. ORGANIZATION OF INSTRUCTIONAL SERVICES

3.1 General Objective

The student will develop and implement an instructional services program in compliance with Federal and State guidelines to meet the overall and specific needs identified by child study and direct service personnel.

3.2 Content Limitations

The development and implementation of the total Special Education Program to meet the overall and specific child study needs includes

- 3.2.1 personnel in terms of number and type required (refer to manpower planning and personnel selection)
- 3.2.2 instructional materials and equipment required to implement program
- 3.2.3 time and space requirements by
  - 3.2.3.1 consulting with the administrative staff on facilities usage
  - 3.2.3.2 scheduling transportation routes to be taken
- 3.2.4 availability of community agencies when necessary and regulations regarding use
- 3.2.5 coordination with regional program development when advantageous to do so
- 3.2.6 integration of special students into mainstream when it benefits the children
- 3.2.7 development of program based upon needs identified in the child study

3.3 Resources

The student can refer to existing available material, administrative staff for advice, and parents when necessary.

3.4 Item Form

3.4.1 (for sub-objective 3.2.1)The student will determine the number and type of staff required based upon program needs.

3.4.2 (for sub-objective 3.2.1) Given a program the student will identify staff needs.

3.4.3 (for sub-objective 3.2.1) Refer to manpower planning and personnel selection.

3.4.1 (for sub-objective 3.2.2) The student identifies what instructional materials and equipment are required to implement program.

3.4.2 (for sub-objective 3.2.2) Given instructional materials and equipment the student will correctly select materials and equipment for different programs.

3.4.3 (for sub-objective 3.2.2) Select the most appropriate material and equipment for a given child's program.

3.4.1 (for sub-objective 3.2.3) The student determines and locates time and space resources to meet requirements. The student will plan and implement a transportation service for a program.

3.4.2 (for sub-objective 3.2.3) Given program needs the student will state and demonstrate how to schedule and locate time and space requirements and transportation.

3.4.3 (for sub-objective 3.2.3)

3.4.1 (for sub-objective 3.2.4) The student states how, when, and where to contact community agencies when necessary and what services they offer.

3.4.2 (for sub-objective 3.2.4) Given program needs the student will answer questions on how, when,and where to obtain community agencies correctly as needed.

3.4.3 (for sub-objective 3.2.4) What are the community agencies available now and where are they located?

3.4.1 (for sub-objective 3.2.5) The student will coordinate with regional program development when advantageous to do so. The student will state when it is advantageous to coordinate with regional programs.

3.4.2 (for sub-objective 3.2.5) Given a program the student will coordinate with regional program development correctly.

3.4.3 (for sub-objective 3.2.5) When is it beneficial to co-ordinate with regional program development?

3.4.1 (for sub-objective 3.2.6) The student states how, when, and why to integrate special students into mainstreams when it benefits the children.

3.4.2 (for sub-objective 3.2.6) Given a case study on a special student the student will state when and demonstrate procedures to integrate special education children into mainstream.

3.4.3 (for sub-objective 3.2.6)

3.4.1 (for sub-objective 3.2.7) The student will state and identify the procedures for developing program based upon needs identified in the child study .

3.4.2 (for sub-objective 3.2.7) Given a student's program needs the student will state and identify proper procedures for developing a program which achieves those needs.

3.4.3 (for sub-objective 3.2.7)

PROGRAM DEVELOPMENT

Performance Objective

4. Evaluation System

4. Evaluation System

4.1 General Objective

The student will develop and implement an Evaluation System to evaluate the effectiveness of the total special education program, and to use such feedback for program modification and future changes.

4.2 Content Limitations

4.2.1 The student will develop and recommend appropriate evaluation criteria and procedures to administration and staff

4.2.2 The student will implement the evaluation plan utilizing appropriate data collection procedures, i.e., conferences with classroom teachers to examine the teacher/student program

4.2.3 The student will appropriately utilize feedback for program modification

4.3 Resources

The student can refer to staff and parents communication and feedback information.

4.4 Item Form

4.4.1 (for sub-objective 4.2) The student will sequence, state and apply correctly the procedures for an evaluation system.

4.4.2 (for sub-objective 4.1) Given examples of procedure application the student will select the proper application. Given procedures the student will identify those for Evaluation. Given procedures the student sequence correctly those for an evaluation system.

4.4.1 (for sub-objective 4.2.2) The student will discuss with staff and parents the effectiveness of various programs implemented.

4.4.2 (for sub-objective 4.2.2) Given questions on whether the student did meet with staff and parents to discuss the effectiveness of the various programs implemented.

4.4.3 (for sub-objective 4.2.2) Did you meet with staff and parents of child X to review the effectiveness of the program? When?

4.4.1 (for sub-objective 4.2.3) The student states how to use feedback for program modification and future changes.

4.4.2 (for sub-objective 4.2.3) The student will identify and state procedure for utilization of the feedback for program modification and future changes.

4.4.3 (for sub-objective 4.2.3) How can you use the feedback for program modification and future changes?